

DYSLEXIA CASE HISTORIES

by Klaus Siefert

Klaus Siefert, of Neckargemund, Germany, became a Professional Member in January 1992. His MBA studies concentrated on personnel and management and included training in learning theory and psychology. Klaus uses Hemi-Sync® in his communications seminars and with individual clients. Here he describes encouraging progress during work with two dyslexic children.

Marcel Golz-Landgraff entered school at the age of six and one-half years. Difficulty in recognizing and writing letters soon became obvious. His teacher was unfamiliar with dyslexia and believed that Marcel just did not practice enough. By the end of the first term, Marcel's grasp of the alphabet was poor and he had no reading skills. His numbers from one to twenty were written illegibly and out of sequence. As a result, he had to repeat the first school year.

Marcel's teacher had no idea how to proceed. In October 1992, the boy's parents made an appointment with a Heidelberg specialist for reading and writing problems. The doctor diagnosed a severe reading and writing disorder (dyslexia) and provided them with an affidavit certifying that he needed expert assistance. In private discussion with the mother and father, the doctor expressed his personal opinion that Marcel would be unable to read or write.

Mr. and Mrs. Golz-Landgraff had their first contact with the Hemi-Sync technology of The Monroe Institute® the following month. They spoke with me, and I suggested that they play the tape *Surf* over open speakers during television and play time. It also played in the background while Marcel studied. After two weeks, he began to print something resembling words. By the end of February 1993, Marcel was writing his first readable letters and knew and recognized each of them. About that time, he complained that *Surf* during study time distracted him. Upon learning of this problem, I suggested substituting *Concentration*.

Approximately two weeks later, Marcel began to write little stories on his own initiative. They contained many errors but were readable. Signs of the earlier difficulties were dramatically reduced. Handwriting samples (see Figs. 1 & 2) also demonstrated great improvement.

Im Uli Bur sit Bela,
Zsieh Fiekt Ete Ann Brn,
Ein Vogel im Kunst ut
umt Zene Gum im ras.
tam Isne Kud utn Kse.

figure 1.

und das ist für eine Hebe
noch gar kein Alter.
Die kleine Hebe hatte einen
Raben, der alles sprechen
konnte. Das war der

figure 2.

Marcel's ten-year-old sister, Anika, who also had a history of reading and writing problems, was working with a therapist. While she was experiencing the Hemi-Sync patterns of *Surf*, she reduced her average of twenty-two spelling errors per dictation to seven. Due to her reading and writing history, her school had determined that she would be unable to attend high school. In March, she received her own copy of the *Concentration* tape and eagerly anticipates a personal tape player for her birthday, so she can work with this tape to improve her abilities.

Now, in April, *Concentration* provides a backdrop for both children's study periods. These average about twenty minutes each for Marcel and up to an hour and a half for Anika. Her reading and writing skills have continued to improve. *Surf* often plays over speakers while Marcel and Anika play, paint, or watch television, and *Concentration* is a breakfast-table companion. A surprise benefit: Marcel has learned the English phrases that signal the end of the *Concentration* exercise! His pronunciation is very good and he is, of course, very proud of his new language skills.

In May, I will begin introductory evenings for parents, which will cover the use of Hemi-Sync to support children with dyslexia. The next step is further education for therapists and teachers in this field.

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